



Classroom Management Practices of Teachers in the Scope of Culturally Responsive Teaching

Gürkan Sarıdaş 
MEB

Fatma Çobanoğlu 
Pamukkale Üniversitesi

Bu makaleye atıf için (To cite this article):

Sarıdaş, G. & Çobanoğlu, F. (2023). Classroom management practices of teachers in the scope of culturally responsive teaching. *Bilim, Eğitim, Sanat ve Teknoloji Dergisi (BEST Dergi) [Science, Education, Art and Technology Journal (SEAT Journal)]*, 7(1), 1-28.

Makale Türü (Paper Type):

Araştırma (Research)

Etik Kurul Adı, Onay Tarihi ve Sayısı (Ethics Committee Name, Approval Date and Number):

Pamukkale University Social and Human Sciences Research and Publication Ethics Committee, 27/08/2020, 93803232-622.02.

Bilim, Eğitim, Sanat ve Teknoloji Dergisi (BEST Dergi):

Bilim, Eğitim, Sanat ve Teknoloji Dergisi (BEST Dergi); bilimsel ve hakemli bir dergi olarak yılda iki kez yayınlanmaktadır. Bu dergide; bilim, eğitim, sanat veya teknoloji ile ilgili özgün kuramsal çalışmalar, literatür incelemeleri, araştırma raporları, sosyal konular, kitap incelemeleri ve araştırma makaleleri yayınlanmaktadır. Dergiye yayınlanmak üzere gönderilen makalelerin daha önce yayınlanmamış veya yayınlanmak üzere herhangi bir yere gönderilmemiş olması gerekmektedir. Bu makale araştırma, öğretim ve özel çalışma amaçları için kullanılabilir. Makalelerinin içeriğinden sadece yazarlar sorumludur. Kullanılan fikir ve sanat eserleri için telif hakları düzenlemelerine riayet edilmesi gerekmektedir. Yazarlar, araştırma ve yayın etiğine uyduklarını beyan ederler. Dergi, makalelerin telif hakkına sahiptir. Yayıncı, araştırma materyalinin kullanımı ile ilgili olarak doğrudan veya dolaylı olarak ortaya çıkan herhangi bir kayıp, eylem, talep, işlem, maliyet veya zarardan sorumlu değildir.

Science, Education, Art and Technology Journal (SEAT Journal):

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Kültürel Değerlere Duyarlı Eğitim Kapsamında Öğretmenlerin Sınıf Yönetimi Uygulamaları

Gürkan Sarıdaş, Fatma Çobanoğlu

Makale Bilgisi

Makale Tarihi

Gönderim Tarihi:
25 Nisan 2022

Kabul Tarihi:
15 Kasım 2022

Anahtar Kelimeler

Kültürel değerlere
duyarlı eğitim
Sınıf yönetimi
Yabancı uyruklu
öğrenciler

Öz

Kültürel değerlere duyarlı eğitim, kültürel olarak farklı öğrencilerin kültürel özelliklerini, deneyimlerini ve bakış açılarını kullanarak öğrenmelerini sağlamak için öğretimin tasarlanmasıdır. Her çocuğun sahip olduğu kültürel farklılıklar, öğretmenlerin kültürel değerlere duyarlı eğitim uygulamaları gerçekleştirmelerini gerektirir. Araştırmanın amacı da bu gereklilik bağlamında, yabancı uyruklu öğrencilere sahip öğretmenlerin sınıf içi davranışlarını ve öğretimi yönetme süreçlerini değerlendirmektir. Bu kapsamda sınıf gözlemleri yapılmış ve elde edilen bilgilere dayanarak öğretmen ve okul yöneticilerinin görüşleri alınmıştır. Elde edilen bulgular, öğretmenlerin yabancı uyruklu öğrenciler ile iletişimlerinin sınırlı olduğunu göstermektedir. Buna karşın, öğretim süreci içerisinde sorun yaşamadıkları, fakat yabancı uyruklu öğrencilere yönelik ders öncesi bir hazırlık yapmadıkları, ders esnasında kültürel değerlere duyarlı davranış sergilemedikleri ve kendilerini de yeterli gördükleri ortaya konulmuştur. Bulgular kapsamında hem hizmet öncesi dönemde hem de hizmet içinde öğretmenlerin kültürel değerlere duyarlı eğitim uygulamalarına yönelik farkındalıklarının ve becerilerinin artırılmasını sağlayacak önlemlerin alınması ve eğitimlerin verilmesi önemli görülmektedir.

Classroom Management Practices of Teachers in the Scope of Culturally Responsive Teaching

Article Info

Article History

Received:
25 April 2022

Accepted:
15 November 2022

Key Words

Culturally responsive
teaching
Class management
Foreign students

Abstract

Culturally responsive teaching is the design of teaching to enable culturally diverse students to learn by using their cultural characteristics, experiences, and perspectives. The cultural differences of every child require teachers to implement educational practices responsive to cultural values. The purpose of the study was to evaluate the classroom behaviors of teachers with foreign students and their teaching management processes. Based on the information obtained through classroom observations, the opinions of teachers and school principals were taken. The findings indicate that teachers have poor communication with foreign students. On the other hand, it was revealed that they did not have any problems during the teaching process, but they did not make any preparations for foreign students before the lesson, they did not behave responsively to cultural values during the lesson and they considered themselves sufficient in this regard. Within the scope of the findings, it was important to take precautions and provide training to increase teachers' awareness and skills regarding culturally responsive teaching practices both in the pre-service period and in the service.

Introduction

Until recently, immigration was seen as an “adult” enterprise, while children did not appear in the migration literature. Adults were defined as those who migrated for work, marriage, permanent residence, or any other reason. Children defined as under the age of 18, on the other hand, were considered as immigrants who acted with their family members and did not deserve much attention, just like the perspective on female immigrants in the past. However, in view of contemporary migratory patterns and new awareness, children have increasingly assumed a central role in the migration literature and considered a population that should be taken into account as necessary in migration policies (Asis & Feranil, 2020).

According to Devine (2013), who likens the migration discourse to a double-edged sword, migrant children, on the one hand, were the new human capital added to the talent pool in terms of competitive states, and on the other hand, a threat to long-term economic and social stability if they are not integrated into the wider social and cultural structure of the society. Concerns regarding immigrants' incapacity to integrate into host societies have been a focus of European policy in recent years, with education considered as a critical instrument for integration. However, the education of immigrants is the most significant weakness in many countries' integration strategies, and most immigrant kids do not receive proper assistance. Most nations rely on general education to alleviate (or worsen) cultural issues (Immigrant Integration Policy Index [MIPEX] Report, 2020). However, an approach that aims to reorganize education programs, change and restructure the school environment should be adopted in order to create educational opportunities for all students from different faiths, ethnicities or social groups. (Karataş & Oral, 2017).

Considering that even two children raised in the same family, not only through immigration, may have different beliefs, attitudes or values, it was important for teachers to realize the cultural diversity that has emerged with the increase in immigration in the world and to display sensitive behavior to cultural values (Vonta, 2009). Given the effect of culture on learning and motivation and the benefit of educating students in accordance with universal values; the implementation of culturally responsive teaching in today's conditions becomes a necessity (Sarıdaş & Nayir, 2020). Culturally responsive teaching is to create effective channels to enable culturally diverse students to learn by using their cultural characteristics, experiences, and perspectives (Gay, 2002). Of course, to create these channels, teachers were expected to have various characteristics as having cultural literacy, which was defined as "ethnic relativism" by Bennett (1998), reviewing their attitudes and beliefs, being reassuring and inclusive, being respectful diversity, and realizing curriculum transformation (Pewewardy & Hammer, 2003). Furthermore, simply managing diversity in the classroom is not considered culturally responsive teaching. The most important feature of culturally responsive teaching practices was to have high academic and social expectations for students despite all their differences (Gay, 2000). Therefore, culturally responsive teaching practices may be considered as teachers with certain qualifications and high academic and social expectations for their students enable all their students to gain universal values.

Gay (2010, cited in: Aronson & Laughter, 2016, p. 165) defined culturally responsive teaching as “using cultural knowledge, previous experiences, frames of reference and performance styles to make learning more appropriate and effective for ethnically diverse students” and analyzed in six dimensions. Accordingly, culturally responsive teachers set high expectations for each student's achievement and empower them socially and academically; they are multidimensional as they deal with cultural knowledge, experiences, supports and perspectives; value the culture of each student by bridging the gaps between school and home through diversified instructional strategies and a multicultural curriculum; they are socially, emotionally and politically inclusive because they seek to educate all children; transform schools and societies by using students' existing strengths to guide the design of teaching, assessment and education programs; They liberate and become liberated from oppressive educational practices and ideologies, as they remove the "veil of assumed absolute authority from the scientific concepts of truth typically taught in schools."

Villegas and Lucas (2002) defined the culturally responsive teacher with six distinctive features. Culturally responsive teacher is “(a) socioculturally conscious, so can accept that there may be more than one way of perceiving reality and that these ways are influenced by the individual's social environment; (b) affirming the opinions of students from diverse backgrounds, seeing differences as resources to learn in all students rather than problems to be overcome; (c) sees oneself as both responsible and capable of educational change that will make schools more responsive to all students; (d) understands how students construct knowledge and has the ability to encourage students to construct knowledge; (e) knows the lives of his students and (f) uses knowledge of students' lives to design instruction” (p. 21).

Table 1. Culturally Responsive Competencies of Teachers

Expected Competencies	
Multicultural and Academic Competencies	<ul style="list-style-type: none"> • Self-understanding • Understanding other cultures • Academic-multicultural competencies
From Immaturity to Expertise: Multicultural Competencies for Teachers (Berliner, 1988)	<ul style="list-style-type: none"> • The immaturity stage (student sees diversity as a problem to be overcome and individualized instruction as the solution to this problem) • Expertise stage (ability to understand the teaching process, themselves, their students and when teaching is completed, problem solver, able to observe and interpret various cultural experiences in the classroom)
Culturally responsive teacher competencies (Banks, 1991)	<ul style="list-style-type: none"> • Personal level (exploring own cultural identity and knowing the history of his cultural identity) • Grade level (not seeing minority students as “others”, understanding classroom culture and its impact on learning, creating a classroom environment that respects all cultures represented in the classroom and school, using culturally responsive curriculum, and teaching practices, communicating with all students, and all student’s communication between students, embedding and respecting the cultural characteristics of students in teaching) • Institution/school level (multicultural philosophies and mission formulation, explaining accountability criteria for instructors, policy making for multicultural environments, and providing administrative and financial support to multicultural education practices)
Multicultural competencies (Gay, 2000)	<ul style="list-style-type: none"> • Being aware of their own cultural identity and prejudices, • Tendency to learn the worldviews of groups that differ from their own culture. • Developing culturally responsive teaching practices

Reference: Adapted from Başbay and Bektaş (2009).

Within the scope of culturally responsive teaching practices, teachers are supposed to be at the level of cultural competence to manage diversity in the classroom (Mason, 1995). The teacher who has these attributes recognizes and respects the cultural diversity amongst students. Teachers try to adapt to the dynamics of cultural differences through continuous self-assessment. They begin to reflect themselves in the education environment as a constantly learning personality which helps the teacher to clearly reveal their expectations from students in social and academic terms. When considered together with the general purpose of culturally responsive teaching practices, The teacher is supposed to assure the intellectual and social growth of each student by recognizing that each student is unique and has unique cultural codes, with the help of employing these codes. Additionally, the teacher should model culturally responsive leadership and instill a critical mindset in both the family and the student (Johnson, 2014). Such leadership plays an important role in challenging social injustices from a broad perspective.

Culturally responsiveness should not be perceived only as the responsibility of teachers and schools. Countries also try to raise the awareness of the country culturally responsiveness through the policies and studies they develop. According to the MIPEX (2020) report, countries should develop various policies on language learning, regulation of learning and teaching environment, ensuring parental participation, financing strategy, monitoring and evaluation. The primary goal of these policies is supposed to enhance access to education, address basic needs, and create multicultural education practices via the creation of new possibilities.

Culturally Responsive Teaching Practices in Turkey

Multiculturalism has been recognized as a "Ottoman heritage" to the modern Republic (Celik, 2008, p. 328). Some studies carried out in Turkey (eg UNHCR, 2019; Kotluk and Kocakaya, 2018; Aydoğan Boschele and Ay, 2016) showed that Turkey had a cultural richness. In this context, the concept of interculturality comes to the fore. Interculturalism was defined as "interaction and exchange between cultures", not confining cultures to so-called "separate" areas, but emphasizing the interaction of different cultures; It also aims to challenge xenophobia (Akıncı Cotoğ, 2010, p.19-20).

Accepting interculturality refers to the acceptance of the existence of different cultures as well as the interaction between these cultures. In this context, despite Turkey's cultural diversity, culturally sensitive educational practices that can provide interaction between this diversity are not sufficiently implemented (Kotluk & Kocakaya, 2018). Culturally responsive teaching practices were relatively new concept for Turkey, so it was believed that there were confusion about the management (Nayir & Taşkın, 2020) and conceptualization of the multicultural environment in the classroom (Nayir & Sarıdaş, 2020). In addition to all these assessments, it could be unclear how teachers in Turkey manage their classes within the framework of culturally responsive teaching practices. For this reason, it is important to determine whether culturally responsive teaching practices are carried out by examining the practices of teachers in the classroom and to create awareness about this issue. At the same time, this situation also reveals the importance of this work carried out within the framework of culturally responsive teaching practices at the point of contribution to the field.

The behaviors that teachers should perform to manage the classroom effectively were examined in five dimensions. These; management of the “physical environment”, “teaching”, “time”, “relations” and “behaviors” (Başar, 2005; Kiran & Çelik, 2020). The behaviors of teachers within the scope of culturally responsive teaching practices can be examined by considering these five dimensions. How teachers organize the physical conditions of the classroom in line with the objectives; it is considered as an important step within the scope of culturally responsive teaching practices to reveal how the course is planned, implemented, evaluated, and communicated with the students in the classroom regarding the management of education. This situation constitutes the problem of the present research.

Within the scope of culturally responsive teaching practices for the identified problem, the behaviors of teachers and the evaluation of these behaviors by school administrators have been tried to be revealed. Although it was accepted that all students in the classroom experience cultural differences within the scope of culturally responsive teaching practices, it was decided that it would be more appropriate to conduct research on foreign students, where this diversity is most evident, to better determine the practices carried out by teachers. For this reason, the questions and the purpose of the research focused on foreign students. Within the scope of this identified problem, the aim of this research was within the scope of culturally responsive teaching and training activities, to reveal the behaviors of teachers towards foreign students and to determine how school administrators evaluate teacher behaviors in this regard. Within the scope of this purpose, answers to the following questions were sought:

- (1) what are the classroom behaviors of teachers in the context of culturally responsive teaching practices?
- (2) According to the opinions of the teachers and administrators, what are the practices of the teachers in the planning, implementation, and evaluation stages for foreign students in their class?
- (3) What are the opinions of teachers and administrators on the participation of foreign students in the teaching process together with local students?

Method

Research Model

This research was designed in a qualitative research model, in which perceptions and events can be revealed in a realistic and holistic way in their natural environment by using various data collection methods (Yıldırım & Şimşek, 2008, p. 39). In this context, this research was modeled in a phenomenological pattern (Yıldırım & Şimşek, 2008, p. 72), which allows for in-depth analysis, since it focuses on the behaviors of teachers within the scope of culturally responsive teaching practices.

The main data collection tool in the phenomenology design is the interview. Observation is generally used to form the basis or support the interviews (Yıldırım & Şimşek, 2008, p. 74). The research was carried out in three stages. Classroom observations were employed in the first stage to determine classroom practises, open-ended questionnaires were used in the second stage to disclose teachers' perspectives, and semi-structured interviews were used in the third stage to reveal school administrators' ideas.

Working Group

“Criterion sampling” was used in the research. The purpose of criterion sampling is to study situations that meet a predetermined set of criteria. The criteria mentioned during the research can be a pre-prepared list or can be created by the researcher (Yıldırım & Şimşek, 2008, p.112). Within the scope of this research, the criterion was determined as "to be a foreign student who speaks Turkish in his class and does not have a problem of absenteeism". Therefore, the study group of the research consists of teachers who work in secondary schools in the central districts of Denizli, have foreign students who speak Turkish in their classes and have no absenteeism problems.

In the first stage of the study, the participants, who were observed to observe the lessons, consisted of teachers from different branches (Social studies, Art, Mathematics, and English) and seniority (ranging between 7-15 years) and undergraduate education, one of which was a master's degree (Table 2).

Table 2. Participant Information for the First Stage

	Seniority	Gender	Branch	Education Level
Participant 1	10	Male	Social Studies	Undergraduate
Participant 2	7	Female	English	Postgraduate
Participant 3	15	Male	Art	Undergraduate
Participant 4	11	Female	Mathematics	Undergraduate

In the second stage of the study, an open-ended questionnaire was applied to 24 teachers, and it was seen that most of these teachers (N=19) had less than 15 years of service, they worked at different levels (primary school, secondary school and high school) and the majority of them were undergraduates (N=16) (Table 3).

Table 3. Participant Information for the Second Stage

	Variable	Frequency
Gender	Male	11
	Female	13
Seniority	0-10	8
	11-15	11
	16-20	5
School Type	Primary School	9
	Secondary School	8
	High School	7
Education Level	Undergraduate	16
	Postgraduate (Continued)	6
	Postgraduate	2
Total		24

In the third stage of the study, it was seen that all but one of the participants who were interviewed were male and most of them were school principals working in secondary schools (Table 4).

Table 4. Participant Information for the Third Stage

	Gender	School Type	Job
Participant 1	Male	Secondary School	Principal
Participant 2	Male	Secondary School	Principal
Participant 3	Male	Primary School	Principal
Participant 4	Male	Secondary School	Principal
Participant 5	Female	Secondary School	Principal
Participant 6	Male	High School	Principal

Data Collection Tools and Data Collection

Research data were collected in accordance with decision of the Pamukkale University Social and Human Sciences Research and Publication Ethics Committee dated 27/08/2020 and numbered 93803232-622.02. Within the scope of the research, various data collection tools were used for the purposes of the research (Figure 1).

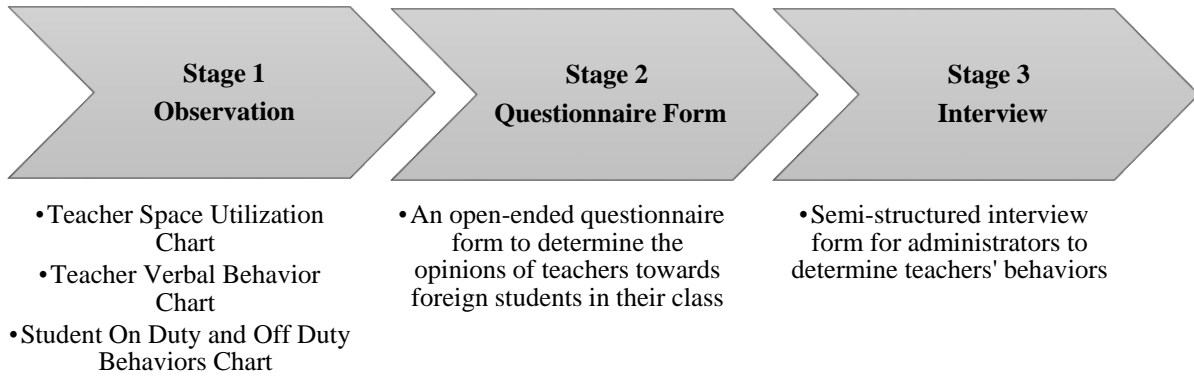


Figure 1. Data Collection Process of the Research

In the first stage of the study, three different forms developed by Glickman et. all (2010) were used to observe the classroom behaviors of teachers with foreign students in their classes. These; "Teacher Space Utilization Chart" showing the mobility of the teacher in the classroom during the lesson; "Teacher Verbal Behavior Chart" was used to determine which students the teacher's verbal behaviors are targeting, and "Student's on Duty and Off Duty Behaviors Chart" was used to determine the behaviors of students in the classroom for twenty seconds at five-minute intervals (Sullivan & Glanz, 2015, p. 108, 252, 258). At this stage of the research, a suitable time was determined with the teachers in the study group and observations were made in their classrooms. The observations were made during a total of 2 lesson hours and the student and teacher movements were noted during the observation with the determined data collection tools.

In the second stage of the research, an open-ended questionnaire was used to determine the opinions of teachers about foreign students in their class. During the transition to this stage of the research, the data collection process was continued in the online environment, as educational activities were suspended due to the COVID-19 epidemic. An open-ended questionnaire form was created by examining the data obtained through observation.

The created questionnaire was sent to two field experts and a Turkish teacher to receive feedback, and after the arrangements, it was delivered to the teachers determined within the sample in the online environment.

In the third stage of the study, a semi-structured interview form was used to determine the behaviors of the teachers who have foreign students in the school administrators' class towards these students. This interview form was created in line with the answers given by the teachers to the questionnaire. The interview form was shared with two field experts and a Turkish teacher, and feedback was received. After making the required preparations, phone interviews with the sample's principals were conducted. The answers given during the interview were written down by the researcher and it was immediately recorded to prevent data loss.

Data Analysis

As a consequence of the first stage of the research, teacher space usage charts, teacher verbal behaviour charts, and student on-duty and off-duty conduct charts were left unchanged. Through these charts, it was tried to determine the teacher's behavior towards foreign students together with other students. In the second and third stages of the research, the data obtained through the questionnaires applied to the teachers and the interviews with the administrators were analyzed descriptively and the opinions of the teachers and administrators were revealed.

In the descriptive analyses, the data obtained were organized and interpreted according to the previously determined themes (participation in the process, problems experienced and solution suggestions, use of materials, attention, assessment -evaluation, participation in the course, necessary teacher skills, impact on education and training, advantages) and during interpretation, the participants direct quotations are frequently included in order to reflect their opinions in a striking way (Yıldırım & Şimşek, 2008, p.224).

Validity and Reliability

In Qualitative Research, the criteria of reliability, credibility, transferability, and confirmability were based on rather than validity and reliability (Lincoln & Guba, 2005). In this study, credibility and transferability criteria were taken. Credibility is related to the internal validity of the research and is related to the compatibility of the findings with reality.

Expert review was used for the credibility of the research. For the expert review, a third researcher, who is an expert in qualitative research and can follow the research process from the beginning, was consulted. In addition, the opinions of the participants were included with direct quotations during the analyses. The transferability of research is related to external validity (Lincoln & Guba, 2005). For this purpose, the method used in the research was to analyze the data in the research separately by both researchers, to compare the results and to give a common result. The studies carried out to ensure the validity and reliability of the data in this study was given in Figure 2 (Yıldırım & Şimşek, 2008, p. 289-291).

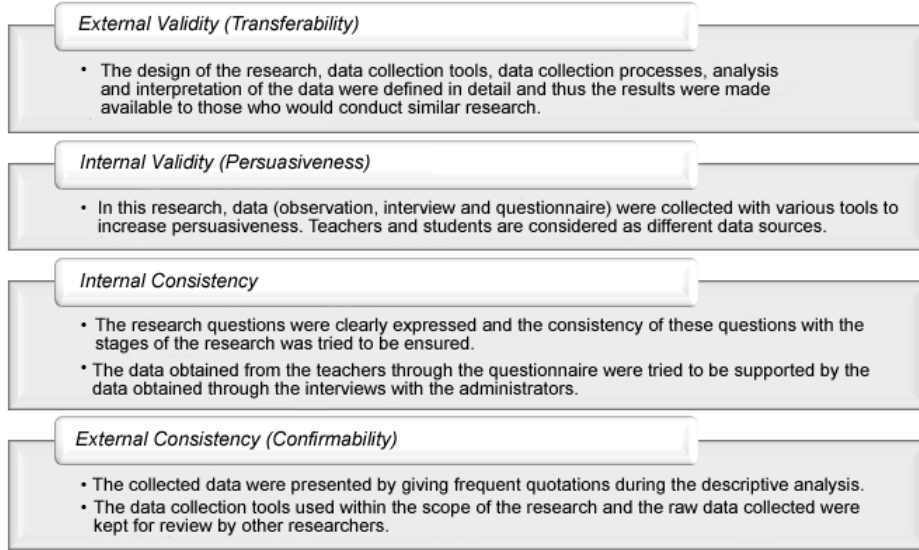


Figure 2. Investigations to Ensure the Data's Validity and Reliability

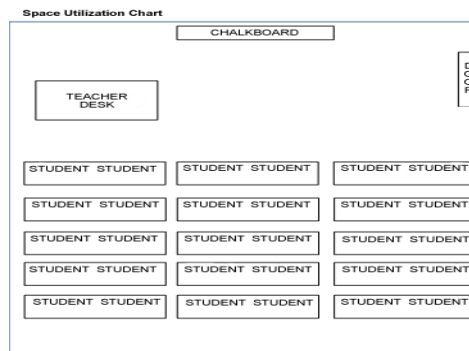
Findings

Teacher Behaviors in the Classroom

The findings obtained with the observation forms regarding the behaviors of the four teachers (using the classroom space, verbal behaviors, and the students (on duty and off-duty behaviors) in the classroom) with foreign students in their classes were given in the following paragraphs.

Space Utilization

When the teachers' space utilization charts were examined, it was observed that only one of the teachers (Participant 4) walked around the classroom 3 times and the other teachers used the space between the board and the teacher's desk. One of the teachers (Participant 2), who provided mobility between the board and the teacher's desk, exhibited mobility very often, while the others showed mobility rarely. None of the participants spent extra time during the course for foreign students.



Verbal Behavior

When the verbal behavior chart of the teachers was examined, it was observed that Participant 1 (7 times), Participant 2 (17 times), Participant 3 (3 times) and Participant 4 (16 times) interacted with the students in the classroom. When these interactions were examined, it was observed that each teacher interacted with similar students, and Participant 2 and Participant 4 interacted with different students. Only Participant-4 interacted with foreign students, and no interaction was observed with the others in the class with foreign students.

Teacher Verbal Behavior Chart

Student	Questions Answered	Praised	Corrected	Scolded	Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

On Duty and off Duty Behavior

When the students on duty and off duty behavior charts were examined, it was observed that the students who did not interact were talking, lingering (playing) or engaging in non-task activities (such as doing homework for another course). During the observation process, it was observed that foreign students were rarely on duty, and at other times, they sat quietly out of duty.

Student On Duty and Off Duty Behaviors Chart

Student	5	10	15	20	25	30	35	40	Observations
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									

Management of Teaching

Lesson Preparation

The sub-themes and codes of the opinions of the administrators and teachers about what the teachers pay attention to in the selection of materials for foreign students during the preparation for the lesson were given in Table 5.

Table 5. Teachers' Use of Materials

Theme	Sub-Theme	Teacher		Administrator	
		Code	f	Code	f
Material selection	Advocating	Not using	8	Not using	6
		Low level	2		
	Materials	Equality	1		
		Not studying/not listening to the teacher	2		
		Using	16		
	Materials	Visual	5		
		Materials from home country	3		

According to Table 5, it was observed that most of the teachers use materials and try to use visual and foreign students' materials related to their own countries in material selection. "I try to find a variety of content that they can understand. Sometimes I give examples from their country (T15)"; "I always keep the letters prominently in front of them so that they do not confuse the letters. I am trying to choose visual elements (T12)" were exemplary. However, teachers who did not use any materials state that these students were either low in level or on the same level as other low-level students. In this regard, T11 said, "I do not make a choice for them. While explaining their opinion that they are at the same level as the students who failed in the course, T17 said, "There is nothing to pay attention to. We make a study for each student from the smart board. If they listen to the lesson, they can understand it without any problems".

All school administrators gave a negative answer and expressed their opinions about their teachers' preparing materials for their foreign students. Interestingly, they developed a defense that they did this with other students in a sense of equality. "It is not preparing for our own students so that it should prepare for foreign nationals. Generally, English teachers prepare the material, but there is no teacher who prepares the material other than them (P2)" and "When we think of the students who can speak the language, other students benefit from what our students are preparing for literacy and other activities. There is no study for such students (P3)" "Teachers do not prepare materials anymore. They teach the lessons with interactive communication channels. This environment is more effective. There is nothing special for these students (P5)" and "I have not seen, heard or known that the teachers are preparing materials, I do not know (P6)" explained this situation sufficiently.

Lesson Plans

The sub-themes and codes of the opinions of the administrators and teachers about what teachers pay attention to in the stage of attracting attention and motivation towards foreign students were given in Table 6. According to Table 6, it was understood that most of teachers did not do practises to get students' attention about the lesson, while teachers who did such studies benefit from visual materials, conversations they made, examples they gave about their country, physical activities, close attention, and activities that consider their level of development. It seems that the defenses developed by teachers who do not apply the attention-grabbing phase are that they are on

par with other students, they find it unnecessary, these students do not already listen to the lesson, and they are not related students. The teachers said, “I treat everyone in the classroom the same way I treat them. There is no discrimination (T4)” and “There is no need to draw attention. Students pay attention when the lesson starts like the others (T12)” emphasizes their defense of the principle of equality. On the other hand, T9 said, “It is enough to go to him and love him. Apart from that, I behave like I treat other students” and T18’s “How was it in your country? One question is enough. Likewise, how was the lesson taught in your country? And they listen to the lesson” are expressions that explain the diversity of the methods teachers use.

Table 6. Practices of Drawing Attention and Motivation Phase

Theme	Sub-Theme	Teacher		Administrator	
		Code	f	Code	f
Drawing attention phase studies	Not doing	Not doing	13	Not doing	1
		Equality	6		
		Unnecessary	1		
		Not listening	1		
		Related student	1		
	Drawing attention	Drawing attention	11	Drawing attention	5
		Visuality	2	Expression	3
		Conversation	3	Games	1
		Own country examples	2	Teacher's Physical Presence	1
		Physical activity	2	Individual responsibility	1
		Close attention	1		
		Development level	1		

School administrators expressed their opinions about the use of lectures, games, the physical presence of the teacher, and that this is an individual responsibility regarding the work of the teachers in the stage of attracting attention. Only one school administrator P1 said, “I don't think the attention-grabbing phase is over anymore. Teachers start the lesson directly. I don't know if anyone is paying particular attention to this.” P1 stated that no one paid attention to the stage of drawing attention. On the other hand, P2 said, “Teachers should actually focus on themselves the attention of all students related to the subject. It could be an anecdote, a story, and a current event. Social studies teachers can do this. But it is already a difficult situation for subjects like mathematics.” P3 said, “You have to draw attention frequently during the lesson. Children are often distracted. Especially when speaking. Teachers must constantly make jokes, games, and actions.” and P5 said, “When teachers first enter the class, they scan the class with their eyes after the roll call and start the lesson when the class is ready. Often speaking to a few students, it helps the other students to pay attention as well.” They explained the practices of teachers with their opinions.

“What do you pay attention to in order to ensure the participation of these students in the class where foreign students are present?” The themes and codes of the question were given in Table 7. According to Table 7, teachers work in the codes of asking questions, facilitating, encouraging, peer learning, attracting attention and readiness for foreign students' participation in the lesson. Teachers said, “I try to make promises in simple questions. Apart from that, if they want to speak, they emphasize their work with the ideas of “I raise it (T4)” or “I always ask questions like other students in every lesson and put them on the board (T9)”. The teachers, who did not do any work on the participation of foreign students in the course, developed defenses in the codes of reluctance and

equality. This situation made it possible for T15 to say, “I do not make any discrimination. They attend the lesson with other students. As a result, we say that all students are equal” or T20’s “They do not want to attend the lesson. I also try to encourage them. I am doing peer learning; they are always active”.

Table 7. Practices for Class Attendance

Theme	Sub-Theme	Teacher		Administrator		
		Code	f	Code	f	
Practices for class attendance	Not encouraging class attendance	Not doing	10	Not doing	5	
		Advocating	Equality	3	Waste of time	2
		Reluctant	3	Reluctant student	2	
				Equality	1	
				Unsuccessful student	1	
	Encouraging class attendance	Class attendance	Class attendance	21	Class attendance	1
			Encouraging	10	Question answer	1
			Facilitation	6		
			Asking	4		
			Peer learning	1		

School administrators at the stage of participation in the lesson for foreign students P1 “They can give a word to these students during the question and answer. It can enable students to express themselves” and stated that they work with the question-and-answer method, while teachers who do not express their opinions by developing a defense with the codes of waste of time, equality, unwilling students and unsuccessful students. P2 said, “Each student's participation in the lesson is different. This requires a lot of work. This wastes time for the teacher. While there is a curriculum for the teacher to process, he cannot include every student in the lesson. It does general work for students.” With the idea that the teacher sees this as a waste of time, P4 said, “These students are already reluctant to attend the lesson. It is also difficult for these students to participate in the lesson. For this reason, teachers usually skip it in order not to waste time” states that students are reluctant. P6 said, “Teachers usually communicate one-way in class participation. Participation in the lesson is provided in solving questions or answering questions. During this participation, nothing is done for these students. These students do not have any features that we would particularly care about.” and states that no application was made at this stage due to the problem in the success of the students.

Evaluation Phase

What do you pay attention to in the assessment and evaluation phase of foreign students in the classroom?” The themes and codes of the question are given in Table 8. According to Table 7, the teachers who did not do any practices for foreign students during the assessment and evaluation stage produced defenses in the codes of equality, language problem, low level and high grade. Teachers who take foreign students into account in the assessment and evaluation stage, on the other hand, stated that they take into account the readiness level of the students, ask questions in different languages, give homework, allow extra time and repeat. The fact that the teachers do not make any application during the assessment and evaluation stage for foreign students is observed

from their opinions just like “I do not make any special exam changes for them, but I increase their verbal grades so that they can pass the class.” (T1) or "I don't do any work for them, I ask them small questions to check what they understand during the course and at the end of the course, and they usually get low grades during the exam." (T24). Teachers who practice differently said, “I prepare a separate written paper for them. Sometimes I write questions in Persian.” (T13) expressed their opinion. On the other hand, the teachers who made assessment with different studies said, “If he can do the homework I have given, he has learned, and what he cannot do, I teach it again at break.” (T20) explained the practices with his opinions.

Table 8. Practices Carried Out during Assessment and Evaluation Phase

Theme	Sub-Theme	Teacher		Administrator		
		Code	f	Code	f	
Assessment and evaluation phase studies	Not applying the assessment and evaluation phase	Not doing	15	Not doing	6	
		Advocating	Equality	3	Disinterested teacher	2
			Low level	2	Low expectations	2
			Language problem	1	Equality	1
	High score		1	Improved grade	1	
	Implementing the assessment and evaluation phase	Assesment and Evaluation	12			
		Readiness level	3			
		Asking in different language	2			
		Homework	3			
		Extra time	2			
Repetition		2				

School administrators stated that teachers did not do any work during the assessment and evaluation phase. Regarding this situation, the school administrators said, “These students can only be successful in some courses such as painting and music. Other courses are usually inadequate.. Even if you ask very easy questions, these students cannot answer it. There are good students among them, they do what is necessary and pass with good grades. The teacher who does not do it definitely doesn't want to be involved. Teachers already have a lot of negative opinions towards these students.” (P6) stated that they had low expectations (f=2), “One should not wait for the exam for assessment and evaluation. The teacher always makes assessment and evaluation. They evaluate these students according to their situation in the classroom. These students are already not successful. The teacher who does not do any different work either does not want to deal with it or says that he should do as much as he can.” Based on the (P2) opinion, it was not done because of the disinterested teacher (f=2) attitude, or “What needs to be done is to prepare a special exam for these students, but they are not prepared. These students are lost students. He gives the verbal grade so that there is no problem and makes him pass the class.” Based on the (P4) opinion, they stated that they continued the education process by raising their grades (f=1). P1 said “Different studies can be done. Teachers, on the other hand, see this as a burden. What is normally done for students with IEP can also be done for these students? But since those who do not speak the language go to integration class, these students are seen as equal to Turks.” He emphasized the principle of equality (f=1) with his opinion.

Participation of Foreign Students in the Educational Process

In the second and third stages of the research, the questionnaire form created according to the observation results was given to the second group of participants; the semi-structured interview form created was applied to the managers and codes were created under the determined themes by making a descriptive analysis of the data obtained. First, the sub-themes and codes of teachers and administrators' opinions regarding the participation of foreign students and local students in the same class in the education and training process were given in Table 9.

Table 9. Teachers' and Administrators' Opinions on Foreign Students' Involvement in Educational Process

Theme	Sub-Theme	Teacher		Administrator	
		Code	f	Code	f
Participation of foreign students in the process	Positive		16	Positive	3
		Integration/adaptation to society	5	Family support	2
		Right to education	4	Discipline	1
		Unstable	3		
		Empathy	2		
	Negative		8	Negative	3
		Teaching time	3	Language problem	2
		Prejudice	3	Discipline	1
		Education place	2	Adaptation to society	1

It is understood that most of the teachers who participated in the research approached the subject of foreign students participating in the process together with local students positively ($f=16$), while some of them had negative ($f=8$) judgments. Some of the teachers who had positive judgments stated that they developed empathy for these students and that the situation should be evaluated within the scope of the right to education. On this subject, T4 said, "I am tired of these students being separated, they are human, they are just like us. Of course, they will attend the class together with our students", and T9 stated that "Every child has the right to education, and these children come to get this right". However, some teachers who expressed their opinions about the place and time that these students participated in the process also expressed their negative judgments. For example, T7 said, "I think it makes more sense for these students to study in places close to the border gates. They should not be confused with our students. Our people pick up all kinds of bad habits," and pointed out a certain area so that the students' bad habits are not transmitted by interacting with them. T20 also has a negative attitude towards the participation of these students in education and training activities in the same environment due to language problems, saying, "I do not think it is right for foreign students who do not speak Turkish to be in the same class, they should learn our language first". As can be seen, while it is recommended that students receive education in different places due to the inequality of conditions, some teachers have opinions on equalizing the conditions.

On this subject, school administrators stated that there would be no problem when the necessary discipline and family support is provided, but students who have language problems may cause problems. On this subject, P2 said, "It can be said that foreign nationals are divided into three groups in our school. They are good, useful, and hardworking, those who do not interfere in anything, those who cause trouble. Troubleshooters are always

considered. Others already know how to go on themselves.” and P3 “Those with language problems cause a lot of trouble. Getting along is a big problem for language teaching teachers. Usually, they go to first grade twice. But for those who know the language, its okay. They are learning to read and write. The attitudes of families are important to us, as our biggest supporters are families.” On the other hand, “They are the students we have the most problems with. The academic success of the school is not good anyway, and it fell apart with these students. Therefore, it would be more logical to gather such students in another school. They disrupt the working discipline of the students in the classroom” (P4) and “These students need to be kept in school somehow. If they are not kept at school, they will cause trouble on the street. For this reason, they have to come to school and receive education here” (P6).

The sub-themes and codes of the teachers' and administrators' opinions on the problems that the teachers had with these students were given in Table 10.

Table 10. Challenges Faced by Teachers in Classroom

Theme	Sub-Theme	<i>Teacher</i>		<i>Administrator</i>		
		Code	f	Code	f	
Challenges and solutions in the classroom	Problem	Communication	7	Problem	Communication	3
		Empathy	5		Language problem	2
		Discipline problem	3		Academic	2
		Student prejudices	2			
		Bad habits	2			
		Family problems	2			
		No problem	5		No problem	1
		Equal attitude	3			
	Suggestions	Language teaching	8	Suggestions	Teacher support/Guidance	4
		Teacher support/Guidance	5		Language teaching	1
		Translator	2		Financial incentives	1
		Empathy	2		Vocational education	1
		Inclusive view	2			
Student support		1				
	Family education	1				

When Table 10 was examined, it was recognized that most of the teachers had problems with foreign students in their classes (f=21), while the others had no problems (f=5). In line with the teachers' opinions, it is seen that the most common problems with foreign students are communication-related and undesirable behaviors because of prejudices and misbehavior of other students. T18's statement on this subject as "They mostly have problems in communicating and other problems arise because they cannot communicate and because of the prejudices of other students" summarizes this situation. Apart from this, it is seen that the teachers who stated that they provided the same interaction with the other students in their class and that they had a similar attitude stated that they did not have any problems. Teachers' opinions such as "They cause problems as much as the other students in the class" (T14) and "As long as we do not discriminate (T16)" were also supportive.

When we examine the teachers' solution proposals for these issues, we observe that they place a premium on language teaching and teacher support. Teachers consider it necessary for students to learn Turkish language and for teachers to support students to solve the problems experienced. It has been stated that with the support of teachers, students who speak Turkish will not cause problems and that students can be successful. On this subject, T6 said, "Students who do not know the language go to the integration class. We teach with those who know. The aim is not to teach, it is enough to stay in the classroom anyway", T10, "If the student has come a long time ago, he already knows the basic words, while learning to read and write, he learns other words and leaves", T22, "It is necessary to do extra work to pass the course. At this point, the teacher who takes the course has a great responsibility" and T17 "Behave ideally. That foreign student could have been your child as well".

Like teachers' opinions, school administrators also stated that teachers had problems with these students in communicating and achieving academic success. "We can see that they have great problems academically. They usually get poor grades at the end of the semester. But we see this as quite normal. It is difficult to live in a different country (P2)" and "The biggest problem teachers experience is communication problem. It is very important for students to know the language. You cannot teach with a student who does not speak the language. This student needs to learn Turkish and then learn other lessons. The statements "Teachers are trying to teach Turkish in all classes (P3)" exemplify this situation. However, the administrator (P6), who stated that there was no problem, said, "Our students usually leave after secondary school when they realize that they cannot progress. They enter business. That's why we don't have a big problem with students. Teachers, on the other hand, stated that they behave like other students.

School administrators consider teacher support as a critical component in resolving issues involved in foreign students. P1's opinion on this issue is that "Teachers need to take care of these students. But that means a waste of time. That is why our teachers are usually not interested. The Ministry of National Education does not have any goals for these students anyway. The goal is to be at school. Teacher support does not exactly solve academic problems. But it can solve other problems. After all, they are all children. If we see them as our most problematic students, it is enough to take care of them as we do"; P3 said, "Students can learn languages through various classes such as the preparatory class in high schools. It does not matter if he writes, it is important for his Turkish speaking the teacher somehow teaches the Turkish speaking student to read and write. If he knows the language, the teacher will take care of the rest." School administrators' state that a solution can be produced by supporting teachers regarding the problem experienced by teachers, but that only the teacher's effort is not sufficient and the whole school should work with all stakeholders. In this regard, P4 said, "I see that the guidance services have a great job. Counseling services unfortunately do not work in this regard. They have a hard time dealing with the problems of the school. This problem does not happen only with teacher support. The whole school needs to be channeled into this." Seeing vocational education as a solution, P6 said, "Such students cannot be successful in classes. Such students should be sent to vocational high schools and trained as subordinates. At least, there are people in the country to do these things," he explained.

Opinions on the Extracurricular Issues

The themes and codes of the question “What kind of skills do you think should be possessed by foreign students in the classroom?” were given in Table 11.

According to Table 11, most of the teachers think that the teacher should have skills in language, human emotions, values education, time management, caring, culture recognition, communication, non-discrimination, and individual teaching codes. “Values education is quite easy for someone who has the values shown in the course subjects. While the teacher drew attention to values education with the opinion that “I do not think a different skill is needed (T11)”, “When we think a little about humanity, we don't need any skills, let's just empathize. Anyone with communication skills will not have a problem with these students.” T13 said, “You just have to have humane feelings and patience. When you respect new cultures, there is no problem.” T22 stated that while drawing attention to human feelings and cultural values, it is not necessary to have a special skill. T24 said, “Although communication skills are a priority, you need to be understanding and compassionate. A child who wants to hold on to life in front of you.” states that teachers need to have communication skills.

Table 11. Proficiency of the Teachers with Foreign Students

Theme	Sub-Theme	Teacher		Administrator	
		Code	f	Code	f
Skills that teachers should have	No skills required	Not required	5	Not required	2
	Required skills	Required	21	Required	4
		Values education	11	Inclusive teaching	2
		Communication	4	Human values	1
		Human feelings	3	Communication	1
		Culture recognition	2		
		Time management	1		
		Being affectionate	1		
		Non-discrimination	1		
		Individual teaching	1		

School administrators, on the other hand, think that they do not need to have any skills with opinions such as “Teachers can provide education to these students with the necessary pedagogical knowledge (P2)”. P5, “Teachers who took an inclusive education course. The education of such students was also mentioned there.” While drawing attention to inclusive education with his opinion, P3 said, “I think communication is very important. And love. He draws attention to his communication skills with the opinion “A teacher who does not love cannot be successful”. “He should have a high-level perspective. He should see that everyone is a child, that they are all human. He states that it is sufficient for teachers to pay attention to human values with the opinion of “He should act accordingly (P4)”. Regarding the extent to which they have these skills, most of the the teachers’ state that they have these skills, and some of them state that they do not have these skills. All the school administrators stated that teachers have these skills.

The themes and codes obtained from the opinions of teachers and administrators on how foreign students affect teaching (Time management, undesirable behavior, effective communication, etc.) were given in Table 12.

Table 12. Foreign Students' Impact on Teaching

Theme	Teacher		Administrator	
	Code	f	Code	f
Impact on educational activities	Does not affect	14	Does not affect	4
	Affect	10	Affect	3
	Waste of time	6	Discipline	1
			Financial burden	1
			Academic achievement	1

According to Table 12, teachers stated that foreign students did not affect their educational activities. T5 “Actually, they are all scared and hungry for humane behavior. But they always feel excluded in our country. I try not to let that happen in the classroom.” While sharing his feelings with his opinion, T9 gives a place to his experiences with the idea that “Sometimes they say something with excitement, but we do not understand, then they get upset, but there is no negative situation other than that”.

Teachers who think that they affect education and training activities, on the other hand, stated that “It does not affect teaching. If you have an academic expectation, then it can take your time for extra studies. Apart from that, they do not cause any problems (T1)” and draws attention to the waste of time. On the other hand, T17 said, “Most of the time it is positive because Turkish students are curious about their country. Sometimes there are different explanations. I did not experience any adverse effects.” indicates a positive effect.

While some of the school administrators did not see any negative effects, some of them had negative effects. While P2 saw these students as a financial burden with the idea that “I think school resources are wasted in vain”, “It depends on which way we look at it. Academically yes. With the idea “No socially”, P5 stated that it had both a positive and a negative effect. P3, “It is certain that we will have fewer problems than we would when they were released into society. Besides, every student creates problems. What matters is the size of the problem. While drawing attention to social problems with the idea that “We did not experience any major problems,” another administrator said, “There is no positive or negative impact on education, school or country. Consider them like a visitor in your home; they will visit and leave. He sees these students as guests. “You also offer various treats and send them off (P6)”.

The themes and codes obtained from the opinions of foreign students on how the advantages of being in their classrooms affect their teaching were given in Table 13. According to Table 13, teachers who stated that foreign students in classroom were an advantage said, “It is a great chance to be in the same class with someone from another nationality. Students should appreciate this. I use it in class to attract attention and help them focus. When I bring the word to their country, we take a break from the lesson and focus again (T19)” like with the idea, “Sometimes Turkish students also learn words from that child's language, this is a good communication (T10)”,

language learning, "The world is now a small village. There can be any kind of people in this village. He states that the reason why the pandemic has spread so fast recently is that globalization is so high (T2)" that it is advantageous in terms of knowing different cultures. Apart from this, teachers stated that it is advantageous in excitement, diversity, and professional development codes.

Table 13. Advantages of Foreign Students in Class

Theme	<i>Teacher</i>		<i>Administrator</i>	
	Code	<i>f</i>	Code	<i>f</i>
Advantages of foreign students	No Advantage	11	No Advantage	3
	Advantageous	1	Advantageous	3
	Discrepancy	6	Discrepancy	1
	Recognition of different cultures	2	Adaptation to society	1
	Excitement	1	Equality	1
	Chance	1		
	Language teaching	1		
	Professional development	1		

Some of the school administrators do not think that foreign students have an advantage to the school. "Even if it is an advantage, we haven't seen that advantage at the moment." (P2) or "I don't think so. These students are standing in vain in our country. They'll leave when they're done tomorrow" (P4) with their opinions. School administrators, who think that it is an advantage, said, "In fact, differences are beautiful, but it is very difficult to manage these differences. Schools are no longer what they used to be. A new student always affects the class differently. For this reason, we expect it to affect positively, but there are also many negative effects. These students then adapt to the classroom environment (P1)" and their social integration status is "Yes, it prevents them from causing bigger problems in the country. At school, these students are ineffective. There is nothing wrong with them, but if they don't come to school, they do all kinds of crap on the street (P5)".

Discussion and Conclusion

In this study, which was carried out to investigate the classroom practices of teachers within the scope of culturally responsive teaching, classroom management skills of teachers were examined. In the context of the dimensions of classroom management, teachers' classroom behaviours was observed, as well as preparation for the lesson, teaching the lesson and extracurricular activities on the management of instruction, and then opinions were received from teachers and school administrators. Every child has the right to go to school and learn, regardless of their legal status, nationality or citizenship. Unfortunately, many immigrants and displaced children were not able to go to school. Of the 30 million children who cross borders, many face legal or practical barriers to education and training (UNICEF [2020], p. 1).

One of the most valuable results of this research was that most of the teachers support the participation of foreign students in the education process on the grounds of "right to education" and "integration with society". Consistent

with previous research (Erdem, 2017; Ergen & Şahin, 2019; İmamoğlu & Çalışkan, 2017), teachers do not consider it a problem that every student at school age participates in the education process. Similarly, although school administrators agree on this issue, they do not see a problem in students' participation in the education process when family support was provided. In this regard, it can be said that the handbooks (MEB, 2017, MEB, 2020), various programs (MEB, 2020a) and trainings (MEB, 2019) prepared for teachers by the Ministry of National Education (MEB) were also successful in creating this perception.

Migrant children in Turkey can attend school "regardless of their legal status" as long as they are registered and granted a "foreign identification certificate" by the Turkish government (Republic of Turkey Ministry of National Education, Circular of Education and Training Services for Foreigners dated 23/09/2014 and numbered 4145933). If somehow the children are unable to show proof of their educational level in their home country, they are assigned to the class determined by a commission. Another point that teachers draw attention to in terms of supporting these students to participate in the education process was the issue of "adaptation to society". Indeed, access to a quality inclusive education provides significant social benefits to these displaced foreign nationals and to the health and economy of the host community, in reducing the risk of conflict and exploitation. It helps build cohesive societies and can play a critical role in breaking down prejudices and tackling stereotypes and discrimination (UNICEF, 2020).

Classroom layout tells how the teacher expects students to participate in the lesson, and the decisions they make (e.g. about how they want students to interact with the teacher, each other or the lesson topics) are a reflection of their thoughts about teaching and learning, that is, their educational philosophies (Evertson & Emmer, 2013, p. pp. 12-27). In this study, when the interaction levels of the teachers were examined within the scope of both classroom management and culturally sensitive education practices, it was seen that they had limited interaction with foreign students in a limited area, and the duration of students' off-duty behavior increased. In reality, the way teachers interact with their students ranges from parental to confrontational. While some see the student as an autonomous actor with a role and responsibility in the teacher-student relationship and the choices they make in their learning, others tend to see students as individuals who need rigid structure and control to guide the school process. A person's attitude is the product of the preferred authority, as well as own sensitivity to the particular demands of each person (Englehart, 2009, p. 711). Therefore, the limited interaction of the teachers in this study with foreign students can be interpreted as in a way that they were not sufficiently sensitive about their participation in the course and their individual needs.

While some teachers claim the right to education regarding the participation of foreign students in the education process, another striking result was their opinion that making special practices (course preparation, course process and assessment and evaluation) for these students would create an "injustice" among students. In this context, it can be said that teachers were aware of the conditions of these students, but they had misperceptions due to lack of knowledge about the process. Although some teachers made efforts to facilitate the learning of students during the lesson, it is seen that there was no culturally responsive study. The teachers who did not use any materials for these students stated that these students had low academic levels. Moreover, school administrators were of the

opinion that teachers did not use any materials for these students. Other studies on this subject showed that teachers only use the textbook (Erdem, 2017) as a material and do not perform any course content analysis for foreign students (İmamoğlu & Çalışkan, 2017).

Students who have trouble participating in class have found that teachers implement a variety of methods that have been found to work in previous research (Erdem, 2017; Kuzu-Jafaria, Tongab, & Kışlac, 2018). Similarly, although several teachers reported that they submitted many applications during the evaluation process, school administration stated that no assessment of foreign students was conducted. When the opinions were examined, it was revealed that the subjective evaluation, which was also emphasized in other studies (Erdem, 2017), took place. The fact that foreign students do not see a problem in participating in the education process does not mean that teachers do not have problems in this regard. Teachers especially stated that they had communication problems and had difficulty in empathizing.

It has also been demonstrated in various studies (Güngör & Şenel, 2018; Kumcagiz, Dadashzadeh & Alakuş, 2016) that communication problem was a problem experienced by foreign students at all levels. Even moving from a familiar environment to a place they do not know, even starting a new school creates adaptation problems, and they also encounter language problems (Karaman & Bulut, 2018). Suggestions for solutions to this problem come to the fore in the form of language teaching and teacher support (Erdem, 2017; Güngör & Şenel, 2018; Kuzu-Jafaria, Tongab & Kışlac, 2018).

School administrators also think that there are communication problems with foreign students and that the problems can be solved with the support of teachers. Undoubtedly, the key features of schools that are successful in the integration of all students (Sahin, 2020) are a “safe and supportive” climate that truly values and respects all students, and an “educational environment” that takes into account not only the cognitive needs of the students but also their social and emotional needs. and “a systematic approach to ensuring that inclusive education practices are maintained and evaluated”.

Although teachers and school administrators stated that the problems experienced with foreign students would be solved with the support of teachers, Because of their low academic accomplishment, teachers have low expectations for foreign students. However, when the studies (Doğan & Özdemir, 2019) were examined, it was stated that students could not understand the lesson and could not participate due to language problems. As a matter of fact, according to PISA 2018 data, it has been observed that in many countries, the probability of obtaining a minimum level of proficiency in reading for immigrant students is lower than their local peers (Schleichers, 2019, pp. 17-27). Therefore, in most countries, PISA data consistently showed a performance gap between students with a migrant background and local students. Teachers may view refugees differently from other students, which may affect their teaching practices and expectations (OECD, 2019, p. 31). Unfortunately, it is thought that the academic success of immigrant students was lower than their local peers (Börü & Boyacı, 2016; Sarıkaya, 2013).

Teachers can play an important role in fostering their sense of commitment to their school and creating encouraging and inclusive classroom environments, as they are responsive to the educational, belonging and safety needs of these students. All efforts to integrate children from immigrant and refugee backgrounds depend on qualified and well-supported teachers considering the diversity of student populations in their teaching approaches and can help all students succeed (OECD 2019, p. 30). In this study, it was concluded that teachers and school administrators thought that teachers should have different skills in teaching foreign students. It was stated that these skills should be the values included in the teachers' values education or the skills examined within the scope of inclusive education. In this context, it can be said that the applications made by the Ministry of National Education are correct.

The situation of teachers seeing themselves as competent (Akyıldız, 2018; ERDEM, 2017) or not knowing where to get support (İmamoğlu & Çalışkan, 2017) has also emerged in various studies. However, within the scope of the research, teachers and school administrators stated that teachers have these skills. Attributed to the reason that teachers do not believe they require in-service training, this would have a detrimental impact on their personal and professional growth processes.

Teachers and school administrators, who stated that the effects of foreign students in the classroom were low, accept this situation as an advantage in terms of making a difference, but a significant majority think that they do not have any advantage. Similarly, Çağırır, Sarı, and Çetin (2014) also stated that the primary advantage of applying multicultural education for teachers is “development of cultural sensitivity in students”; They revealed that the primary disadvantage is “classroom environment problems”. Although the problems related to foreign students have been determined and different studies have been carried out, teachers and school administrators state that the effects of these students on the education process are low. It has also been shown to be ineffective in the education process, especially during classroom management (Doğan & Özdemir, 2019). This situation creates a negative effect on the teacher as a waste of time and on the school management as a disciplinary problem. However, studies (Kuzu-Jafaria, Tongab, & Kışlac, 2018) showed that local students were affected by this situation and had problems during the lesson.

When examined in general, it is observed that teachers and school administrators reported positive opinions as well as negative opinions at the same rate. This situation showed an inverse relationship with studies in which teachers had positive attitudes (Sağlam & Kanbur, 2017). Various variables such as the status of the foreign student in the class, the country of immigration, and language proficiency should also be examined as the reason for the negative opinions. There is no problem in the participation of foreign students in the education process, but there are no preparations for these students. Especially when it was examined within the scope of culturally responsive teaching practices, it has been observed that cultural values were not used in the classroom, and it is not easy for these students to participate in classroom interaction.

The use of diversity in the classroom as an opportunity in the education process is an important point for teachers and students. Culturally responsive teaching practices show that in an environment with differences, these

differences should be embraced with respect, social interaction and harmony should be ensured, and a high academic expectation should be maintained. The reason why school administrators and teachers expressed opposing opinions on important points can be interpreted as that school administrators do not observe teachers sufficiently within the scope of course supervision. On the other hand, it is seen as a common solution point that teachers and school administrators can overcome the problems related to foreign students with the teacher's effort.

Suggestions

It is not enough for governments to include these children in national education systems in order to ensure fair access to quality education for both immigrant children in their countries and children in their own communities (UNICEF, 2020, p.19). What is more important is the strengthening of education systems. Education systems need to be strengthened so that the host community can both provide high-quality learning opportunities for their children and meet the special needs of migrant children. This empowerment means addressing process issues such as teachers' salaries and infrastructure issues, and developing programs, methods and materials to help children overcome language and cultural barriers. In addition, teachers ought to be prepared to meet challenges and challenges, provide mental health and psychosocial support to immigrant students, and reinforce principles that promote social cohesion and gender equality.

For teachers to carry out culturally responsive teaching practices, it is recommended to acquire culturally responsive competencies, primarily during the nomination period. It is thought that the acquisition of such competencies will have important contributions to teachers in designing the teaching-learning process and regulating their relations with their students (Başbay & Bektaş, 2009). In addition, considering that pre-service teachers' cultural intelligence levels also affect their attitudes towards multicultural education (Gezer & Şahin, 2017), it is important that pre-service programs include elements that will improve cultural intelligence and that emphasis is placed on culturally responsive experience practices.

It is considered necessary to provide trainings that will increase the awareness of the teachers currently working in the system about the necessity of intercultural education practices and improve their instructional skills on this subject. School administrators' developmental supervision of classroom culturally responsive practices to different cultures within the scope of course supervision will also contribute to the teachers working in the system. In this context, it may be suggested to provide in-service trainings to increase the competence of school administrators in this regard.

However, this research has a limitation in that the data required for this research was gathered through observations performed over a short period of time as well as interviews with administrators and teachers. Conducting similar studies based on different branches and in different types of schools, increasing observation time and especially conducting interviews with students, can contribute to a more in-depth study of this topic and raising awareness of culturally responsive teaching practices

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Etik Kurul Adı, Onay Tarihi ve Sayısı

Pamukkale University Social and Human Sciences Research and Publication Ethics Committee, 27/08/2020, 93803232-622.02.

Araştırmacıların Katkı Oranı


Literatür taraması, araştırmanın gerçekleştirilmesi Gürkan SARIDAŞ tarafından; bulgular, tartışma, sonuç ve öneriler kısmı Gürkan SARIDAŞ ve Fatma ÇOBANOĞLU tarafından gerçekleştirilmiştir.

Çatışma Beyanı

Yazarlar arasında herhangi bir çıkar çatışması bulunmamaktadır.

Yazar Bilgileri

Gürkan Sarıdaş

 <https://orcid.org/0000-0002-7989-2130>


Milli Eğitim Bakanlığı

Denizli, Türkiye

İrtibat yazar e-posta (Contact e-mail):

theapeiron@gmail.com

Fatma Çobanoğlu

 <https://orcid.org/0000-0002-3584-0814>

Pamukkale Üniversitesi, Eğitim Bilimleri Enstitüsü

Denizli, Türkiye